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ABSTRACT

Designed to meet legislative requirements of the state of Nevada, the course of study for elementary school students presented in this guide establishes common goals for average students, which are to be adopted and followed by each school district. The course offers a foundation upon which local school districts can build curricula that are responsive to local needs. Standards included in the course concern instruction in reading, language arts, social studies, mathematics, science, art, music, health, physical education, and computer literacy. Each subject area is discussed in three sections. The first section provides a rationale that addresses the value of and need for the subject area. The second section provides an overview of the program which is designed to guide school personnel in the development of courses and curricula. The third section states specific, mandatory objectives for incorporation into elementary school curricula so that they are met by the end of kindergarten and of grades three, six, and eight. Where relevant, a fourth section is added which provides for special features, including unique program characteristics that are important but not required because they are not uniformly appropriate for all districts. The text is illustrated with black and white photographs. (RH)

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Elementary Course of Study

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Foreword

The State Board of Education has taken a bold step forward on behalf of Nevada children in its adoption of the Elementary Course of Study that follows. For the first time in the State's history explicit common expectations are stated for student attainment in grades kindergarten, third, sixth and eighth. Educational leadership has been demonstrated and the children of Nevada will benefit from the breadth and depth of this statement during the coming decade and beyond.

The challenge facing those who developed recommendations for this course of study was to establish standards of quality while allowing sufficient flexibility to accommodate the diversity of our seventeen county school districts. I feel that challenge has been met. The course of study was prepared with the assistance and support of the local school districts in the state. It reflects the work of task forces comprised of over one hundred elementary school teachers, administrators, higher education faculty, private school educators and State Department of Education staff. A large number of educators and parents from throughout Nevada participated in its review and provided comments and suggestions which resulted in modification of the document. Therefore, the objectives herein reflect the thinking and experience of an array of experts in each subject area who become, through this course of study, an important resource to local educators.

This valuable document can be used to strengthen instructional practices and promote excellence in our schools. Further it should be recognized that the expectations put forth are but the foundation of an energized and creative educational framework. The talent and commitment of Nevada educators will translate and enhance this document into experiences for children that will come alive with the joy of learning.

Appreciation is extended to the many individuals within the Nevada educational community who participated in this project by sharing their time, expertise, thoughtfulness and caring. It is evidenced by the calibre of this statement.

Ted Sanders
Superintendent of Public Instruction

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Statutes Pertaining to the Course of Study

I. The Nevada State Board of Education is required by law to establish a course of study for the elementary schools of the state. The Nevada Revised Statutes define the responsibilities of the State Board of Education, the boards of trustees of local school districts and the classroom teacher in regard to the Course of Study as follows:

385.110

The State Board of Education shall prescribe and cause to be enforced the courses of study for the public schools of this state.

389.010

Boards of trustees of school districts shall enforce in schools the courses of study prescribed and adopted by the State Board of Education.

391.260

Every teacher in the public schools shall enforce the course of study as prescribed by law.

394.130 Private Schools

1. In order to secure uniform and standard work for pupils in private schools in this state, instruction in the subjects required by law for pupils in the public schools shall be either under the regular state courses of study prescribed by the State Board of Education or under courses of study prepared by such private schools and approved by the State Board of Education.

2. Such private schools shall be required to furnish from time to time such reports as the superintendent of public instruction may find necessary as to enrollment, attendance and general progress within such schools.

3. Nothing in this section shall be so construed as:

    a. To interfere with the rights of the proper authorities having charge of private schools to give religious instruction to the pupils enrolled therein.

    b. To give such private schools any right to share in the public school funds apportioned for the support of the public schools of this state.

II. HOW TO USE THIS DOCUMENT

The Course of Study establishes standards for schools in Nevada to ensure a quality education for every child in the state. It is not a set of minimum competencies, but rather a set of common goals for the child of average abilities. It sets standards of achievement for the average child. These standards are to be adopted and followed by every school district in the state. This document does not provide extensive details at each grade level. The Course of Study does provide a foundation upon which local school districts can build curriculum that is responsive to unique local needs. It is the obligation of the local school district to develop curriculum guides, to select appropriate materials, to arrange courses and to plan for the diverse needs of its students. The difficult and demanding jobs of curriculum assessment, selection, implementation and evaluation are the responsibility of each school district.

Each subject area included in this document is divided into four sections. Section I provides a rationale that addresses the value and need for the subject area. Section II is an overview of the program designed to guide school personnel in the development of courses and curriculum. Section III states specific objectives for grades kindergarten, three, six and eight.

All of these objectives must not be introduced at the benchmark levels. They should be incorporated into the curriculum throughout the K-8 program, sequenced in such a way that the objectives for grades 3, 6 and 8 are met by the completion of those grades. Each school district will have the responsibility of assigning objectives to appropriate grade levels as determined by the unique needs of its students. These decisions will vary according to curriculum and textbook decisions that have been made within the local school district. Section IV provides for special features. Special features include unique program characteristics that are important, but are not required because they are not uniformly appropriate to all districts.

Only Section III is mandatory as required under NRS 385.110. Sections I, II and IV are not mandatory. The objectives in Section III for the eighth grade are prescribed for elementary schools with self-contained seventh and eighth grades.

The State Board of Education recognizes that these revised objectives will require curriculum review and revision in many school districts. In order that review and revision may proceed in an orderly and thoughtful manner and that school districts will have time to revise curriculum, obtain new materials and retrain staff where necessary, these regulations will not become mandatory until September of 1986. Prior to September 1986, school districts are urged to phase in those portions of the course of study that they are prepared to implement.

It is the belief of the State Board of Education that the teaching of these objectives is well within the grasp of adequately trained classroom teachers. The board recognizes that conditions vary among school districts in the state. Nevada has both extremely rural and extremely urban school districts. Those districts who have special problems of implementation are encouraged to request assistance from the department of education.

Reading

RATIONALE

The optimum intellectual, emotional and physical development of each student is the goal of education. Reading provides the key to each person's total development. Through reading one can acquire knowledge, develop positive feelings and attitudes towards oneself, and derive personal pleasure to become a functioning member of society.

PROGRAM

The focus of the program is to produce competent readers who read for information and pleasure. Reading instruction should be designed so that each student begins at a level of individual readiness and extends skills commensurate with abilities. The program should

be designed to develop an appreciation and positive feeling toward reading by listening, reading and reacting to written material. Emphasis should be given to the development of an appreciation for literature by exposure to a variety of written materials.

The program should also promote the value of reading as an essential skill, as an extension of language, as an extension of self and as a tool for mastery in all content areas.

OBJECTIVES

By the Completion of Kindergarten the Student Will:

Reading in kindergarten is a total involvement process. Consideration must be given to social, emotional, perceptual motor and language arts development, as well as cognitive development. There is no one way to teach pre-reading skills. The teacher should adopt the process that best fits the needs of the children, correlating the introduction of new skills to the child's developmental characteristics.

1. Distinguish likenesses and differences in letters.
2. Identify some letters of the alphabet, both capital and lower case.
3. Distinguish likenesses and differences in words.
4. Interpret pictures with attention to details.
5. Describe the action taking place in a picture.
6. Discriminate between the sounds of the alphabet.
7. Develop an appreciation for literature by being exposed to a variety of reading materials.

By the Completion of Grade Three the Student Will:

1. Develop visual abilities in distinguishing all reading symbols.
2. Develop a basic sight vocabulary.
3. Demonstrate knowledge of word attack skills.
    a. Phonics
        1) Identify beginning and ending consonant sounds, consonant blends and consonant digraphs.
        2) Identify long, short, digraphs, diphthongs, "r" controlled, irregular, silent letters and schwa vowels.
        3) Blend letter sounds to pronounce words.
    b. Demonstrate structural analysis skills.
        1) Identify plurals (s, es, ies).
        2) Identify verb endings (ed, ing, s, ied).
        3) Identify compound words.
        4) Identify contractions.
        5) Identify possessive nouns.
        6) Identify the number of syllables in a word.
        7) Identify root or base words.
        8) Identify common prefixes and suffixes.
        9) Blend meaningful morphographic units to pronounce words.

c. Identify high frequency sight vocabulary words.
d. Utilize context clues to derive word meaning.

4. Demonstrate vocabulary development by identifying homonyms, synonyms and antonyms.

5. Demonstrate literal, inferential, creative and critical levels of comprehension.
   a. State word meaning.
   b. State sentence meaning.
   c. State the main idea of a paragraph and/or short selection.
   d. Identify important details.
   e. Sequence ideas and/or events.
   f. Identify and distinguish cause and effect.
   g. Draw conclusions from written material.
   h. Predict outcomes.
   i. Identify character traits and feeling.
   j. Interpret mood and feeling of a selection.
   k. Identify and distinguish fact and opinion.
   l. Distinguish real from make-believe.
   m. State the referent for a pronoun.

6. Demonstrate oral and silent reading skills.
   a. Demonstrate voice projection.
   b. Demonstrate proper enunciation.
   c. Demonstrate expression.
   d. Demonstrate proper phrasing.
   e. Demonstrate fluency.
   f. Demonstrate skill in guided and independent reading.
   g. Identify different types of literature and forms of writing.

7. Demonstrate listening skills.
   a. Listen and react to written material.
   b. Retell narrated selections.
   c. Identify rhyming words.
   d. Demonstrate comprehension of a narrated selection.

By the Completion of Grade Six, the Student Will:

1. Demonstrate increased knowledge of word attack skills.
   a. Identify irregular plurals.
   b. Identify verb endings.
   c. Identify contractions.
   d. Identify possessives.
   e. Identify syllables and the accent in the word.
   f. Identify prefixes, suffixes and root words, including comparative endings.

2. Demonstrate increased vocabulary development by identifying homonyms, synonyms, antonyms, words with multiple meanings and figurative language.

3. Expand literal, inferential, creative and critical levels of comprehension.
   a. Utilize context clues to derive meaning.
   b. Identify the referent for a pronoun.
   c. State sentence meaning.
   d. State the main idea of a paragraph and/or a selection.
   e. Identify important details.

f. Sequence ideas and/or events.
g. Identify and distinguish cause and effect.
h. Draw conclusions from written material.
i. Predict outcomes.
j. Identify character traits and feelings.
k. Interpret the mood of a selection.
l. Identify and distinguish fact and opinion.
m. Distinguish real and make-believe.
n. Make analogies.
o. Summarize information.
p. Identify the setting of a selection.
q. Identify character traits.
r. Identify different types of literature such as poetry, short story and novel.
s. Identify different forms of writing such as fiction, non-fiction, narrative and descriptive.

4. Expand oral and silent reading skills.
   a. Demonstrate voice projection.
   b. Demonstrate proper enunciation.
   c. Demonstrate expression.
   d. Demonstrate proper phrasing.
   e. Demonstrate skill in guided and independent reading.
   f. Adjust rate of reading for different purposes.
5. Expand listening skills.
   a. Follow oral directions.
   b. Restate oral directions.
   c. Summarize oral information.
   d. Take notes from an oral presentation.

By the Completion of Grade Eight the Student Will:

1. Demonstrate increased growth in listening, speaking, reading and writing vocabularies by identifying homonyms, synonyms, antonyms, words with multiple meanings, figurative language, and prefixes and suffixes.
2. Develop skills at the literal, inferential, creative and critical levels of comprehension.
   a. Use contextual clues to derive meaning.
   b. Identify the referent for a pronoun.
   c. State the sentence meaning.
   d. Identify the topic sentence of a paragraph.
   e. State the main idea of a paragraph and/or selection.
   f. Identify the theme of a selection.
   g. Identify the important details.
   h. Sequence ideas and/or events.
   i. Identify and distinguish cause and effect.
   j. Draw conclusions from written material.
   k. Predict outcomes.
   l. State the author's purpose.
   m. Interpret the mood of a selection.
   n. Identify and distinguish fact and opinion.
   o. Demonstrate knowledge of and make analogies.
   p. Summarize information.
   q. Identify the setting of a selection.

r. Identify character traits and feelings.

s. Identify different types of literature such as poetry, drama, short story and novel.

t. Identify different forms of writing such as fiction, non-fiction, narrative, descriptive and essay.

3. Expand oral and silent reading skills of voice projection, proper enunciation, expression, proper phrasing and guided and independent reading.

4. Expand literal, critical, appreciative and creative listening skills.

Language Arts

RATIONALE

Language arts teach communication, the ability to receive, interpret and express experiences and ideas that are basic to all learning. The language arts program will provide these necessary skills.

PROGRAM

Above all the language arts program fosters a love for language. The program is based on the creation and expression of ideas and the use of logical thinking skills. The development of effective communication is the process that allows students to use their thinking skills as they move from experience to expression. Language arts skills are interrelated and students' experiences are expressed through a variety of activities for different audiences.

The goal of the language arts program is to produce students who clearly express experiences, feelings and ideas through speaking and writing.

The Writing Process

Teachers should be aware of the importance of the writing process at all grade levels.

The writing process includes pre-writing, writing, responding, revising and editing, while developing skills with the conventions of writing, evaluating and postwriting. The writing program should include opportunities for students to become aware of these stages and to have learning experiences in each of them. Because several of these stages are frequently overlooked in writing programs, conscious efforts should be made to provide students with experiences using each of them. It is important that students learn to write in many forms, for a variety of audiences and for a wide range of purposes.

OBJECTIVES

By the Completion of Kindergarten the Student Will:

Listen

1. Listen without interrupting.
2. Listen to and retell a story in sequence.
3. Match and recall rhyming words.
4. Follow simple two or three step directions in sequence.

Speak

1. Identify and name common objects and pictures.
2. Communicate thoughts and needs in complete sentences.
3. Recognize and name basic colors, shapes and sizes.
4. Recall familiar nursery rhymes, poems, finger plays and short stories.
5. Demonstrate the meaning of the basic concepts of inside-outside, beside-between, before-after, over-under, on-in, in front of-in back of and first, middle and last.
6. Dictate simple sentences to describe objects and illustrations.
7. Practice oral communication skills through the sharing of experiences.
8. Create and tell original stories from their own experience.

Write

1. Hold crayon and pencil correctly
2. Trace, copy and draw basic shapes.
3. Demonstrate the letter strokes of top to bottom and left to right.
4. Write first name with appropriate capital and small letters.

By the Completion of Grade 3 the Student Will:

Listen

1. Use all senses to be aware of details of experience.
2. Listen to and follow directions to obtain information.

3. Listen for enjoyment and appreciation through the use of literature.

Speak

1. Participate in oral language situations such as speaking, dramatizing and discussing.

Think

1. Use thinking skills to move from experience to expression.
    a. Identify and select information.
    b. Classify information.
    c. Make inferences.
    d. Differentiate fact from opinion.
    e. Demonstrate simple logic.

Write

1. Write a paragraph with a topic sentence and related sentences using appropriate mechanics of English.
    a. Use all end punctuation.
    b. Use abbreviations.
    c. Use capitalization.
    d. Use commas correctly when writing dates, addresses and letters.
    e. Use the apostrophe for contractions and the possessive form.
2. Write a story or report based on own experiences or interest.
3. Write a friendly letter and address an envelope using correct form.
4. Write legibly in manuscript and begin to use cursive handwriting.
5. Proofread and edit.
6. Use basic spelling patterns.

Library Skills

1. Locate materials correctly in the fiction collection.
2. Locate different categories of books using the Dewey Decimal system.
3. Locate encyclopedias.
4. Locate fiction, non-fiction and magazine collections.
5. Check out materials properly.
6. Handle books carefully.

Study Skills

1. Find specific information by using pictures and filmstrips.
2. Skim to find a word, name, date, phrase, idea or to answer a question.
3. Read to find main idea and supporting details.
4. Identify and use parts of a book.
    a. Use the table of contents.
    b. Use the glossary.
    c. Locate the date of publication.
5. Use the dictionary.
    a. Find and alphabetize words to the third letter.
    b. Use the glossary.

6. Use graphs and charts.
    a. Interpret pictures.
    b. Use time charts, time lines and classroom charts.
    c. Use simple maps.
7. Practice time management strategies such as setting goals and planning independent work time with teacher direction.

By the Completion of Grade 6 the Student Will:

Listen
1. Listen to follow directions and to obtain information.
2. Listen to and respond to literary works.

Speak
1. Participate in a variety of activities requiring oral expression.
2. Speak effectively in front of a group.
3. Recognize and use varied sentences, which are grammatically correct, for different purposes in speaking and writing.

Write
1. Write compositions with well-developed paragraphs, including an introduction and conclusion, using correct spelling and mechanics of English.
    a. Use all end punctuation.
    b. Use commas.
    c. Use quotation marks.
    d. Use apostrophe.
    e. Use hyphen.
    f. Use capitalization.
    g. Use parts of speech.
2. Use proofreading and editing skills.
3. Write all types of friendly, business or social letters.
4. Write an original report which requires research, including use of reference materials, note taking and simple outlining.
5. Write a narrative and a descriptive story.
6. Write poetry in different forms.
7. Write fluently and legibly in cursive and manuscript.
8. Take sentence dictation, using grade level material.
9. Analyze and evaluate the influence of various media on his/her life.

Library Skills
1. Identify correct placement of books using Dewey Decimal system.
2. Locate and use indexes, atlases, almanacs, newspapers and other reference material.
3. Locate and use the guide to children's magazines.
4. Select correct materials for a specified topic.
5. Select correct index for a specified purpose.
6. Use card and book catalogs to find call numbers.
7. Identify and state the purpose of basic information on a catalog card.

Study Skills
1. Write a simple outline.
2. Compile a simple bibliography.

3. Take notes using simple procedures.
4. Define objectives before reading.
5. Adjust reading rate to material.
6. Identify and use the parts of a book.
    a. Use the index.
    b. Use the appendix.
    c. Use the bibliography.
7. Use a dictionary.
    a. Select the meaning which fits content.
    b. Use the pronunciation key.
    c. Use guide words.
    d. Alphabetize to the end of words.
8. Use a thesaurus.
9. Use graphs, charts and globes.
10. Use time management strategies in setting goals and planning independent study activities in the classroom.
11. Use test taking strategies of pacing and attempting or omitting questions.

Career Awareness

1. Identify some careers in the field of language arts.

By the Completion of Grade 8 the Student Will:

Listen

1. Practice good listening habits.
2. Listen to poetry and stories for appreciation and enjoyment.
3. Listen to and follow directions, as well as to receive, record, and use information given.
4. Listen critically in order to identify the speaker's purpose.

Speak

1. Have a clear and audible speaking voice.
2. Use stress, pitch, intonation and body language effectively.
3. Express personal views to individuals or groups.
4. Make an oral presentation to the class.
5. Choose appropriate language to address a specific audience.

Write

1. Practice all aspects of the writing process: pre-writing, writing, responding, revising, and editing.
2. Write in many forms such as essays, notes, summaries, poems, letters, stories, reports, scripts and journals.
3. Write for a variety of audiences including self, classmates, the community and the teacher to learn that approaches will vary as an audience varies.
4. Write for a wide range of purposes such as to inform, to persuade, to express oneself, to explore, and to clarify.
5. Demonstrate the ability to use the mechanics, correct word usage, spelling, and standard forms of edited American English in their own writing.
6. Have the opportunity to respond constructively to other students' writing during various stages of the writing process.
7. Demonstrate growth in vocabulary.
8. Write sentences that vary in length and structure.

9. Write legibly.
10. Identify career opportunities in the field of language arts.

Library Skills

1. Locate reference materials related to specific subject areas or courses using such works as *Current Biography, Reader's Guide to Periodical Literature* and the *World Almanac.*
2. Select suitable sources for information on a living person; quick summaries of facts; short, factual articles and identification of poetry and quotations.
3. Use cross-references in the card catalog.
4. Use general reference works and those related to specific subject areas.
5. Identify sections of a newspaper including classified ads, editorials and political cartoons.

Study Skills

1. Paraphrase or summarize information.
2. Use bibliographies to aid in locating information.
3. Skim to get an overview of material.
4. Complete a bibliography using a specified style.
5. Organize to show sequence.
6. Outline information in a topic or sentence outline.
7. Identify topic sentence.
8. Take notes using a prescribed procedure.
9. Understand one's own bias.
10. Make charts and graphs to communicate information.
11. Use time management strategies in setting goals and priorities and following a schedule outside of the formal learning environment.
12. Use test taking strategies of thinking, writing and editing according to the types of examination.
13. Satisfy a variety of assessments of learning in meeting course objectives such as laboratory performance, class participation, simulation and students' evaluation.

Career Awareness

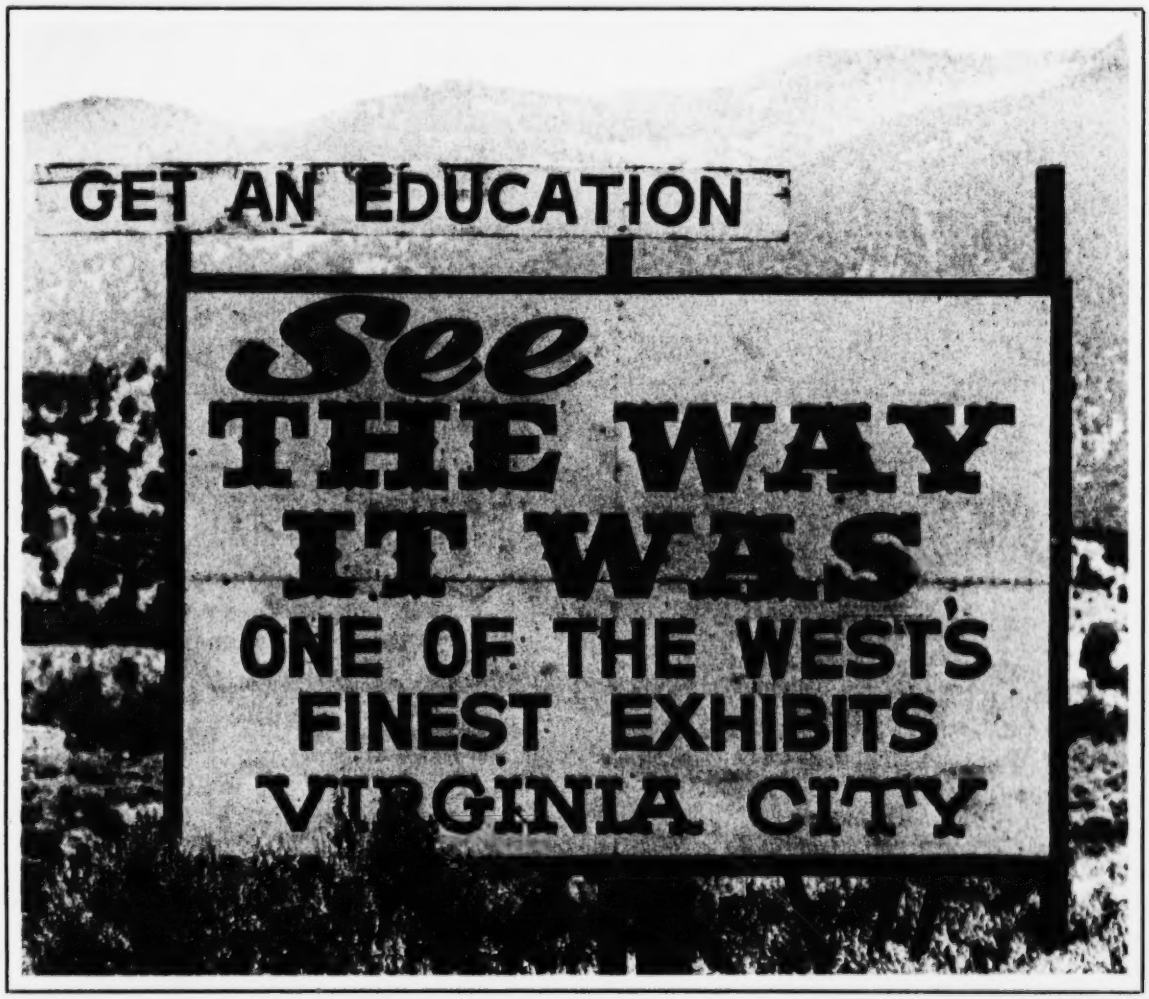
1. Identify males and females that have contributed to the field of language arts.
2. Identify a variety of careers in the field of language arts.
3. Plan a high school academic program in language arts.

SPECIAL FEATURES

A. Students will learn the responsibilities of both leaders and participants in meetings, and be able to use critical thinking skills in making decisions.

B. Students will become familiar with basic parliamentary procedure and have opportunities to practice its use.

Social Studies



RATIONALE

The central purpose of social studies education is the development of citizenship. A democracy can survive only by the participation of its members. A study of traditions that illuminate our relationship with the past can yield insight into our present society. Social studies should help children to understand, appreciate and value persons belonging to social cultural and ethnic groups different from their own.

Our society is one of continuity and change, diversity and commonality, difficulty and opportunity and democracy and its insufficient practice. Such a society needs knowledgeable, thoughtful and ethical participation by its citizens.

PROGRAM

Social studies link students' practical experiences to information about their world and times. The essential elements of the social studies programs are:

A. The rights and responsibilities of democratic citizenship.

B. A reasoned commitment to the values, functions and role of law which sustain a democracy.

C. Persistent global issues and their relationship to the environment.

D. A historical perspective.

E. Geography and map skills.

F. Economics, our economic system and effective consumerism.

G. Skills in the acquiring and evaluating of information, problem-solving strategies in decision-making and group participation.

OBJECTIVES

By the Completion of Kindergarten the Student Will:

1. Identify self by name, birthdate and position in family.
2. Participate in new or unfamiliar experiences.
3. Exhibit socially acceptable behavior.
4. Identify important Nevada and United States holidays.
5. Know terms related to direction and location such as up/down, left/right and near/far.
6. Identify school, community, state and nation by name.
7. Listen attentively.
8. Work well independently.
9. Work well in a group.
10. Complete tasks according to standards.
11. Accept and respect authority.
12. Know and observe classroom rules.
13. Demonstrate courteous and considerate behavior when interacting with others.

By the Completion of Grade Three, the Student Will:

Citizenship

1. Differentiate between right and wrong, true and untrue and fair and unfair.
2. Demonstrate awareness and concern for the rights of others.
3. Show respect for the dignity, worth and uniqueness of human beings.
4. Recognize and permit the expression of different opinions, beliefs and ideas in a group.
5. Accept the rights and responsibilities of classroom citizenship.

Law

1. Explain the purpose of rules in the classroom, in games and in the community.
2. Describe how rules are made and how they can be changed.
3. Participate in the making of rules for the classroom.

Global Issues

1. Identify some of the basic needs common to all people such as food, shelter and clothing.
2. Identify community problems related to energy needs.
3. Identify terms such as town, city, rural and urban.

History

1. Identify some historical facts related to the development of the U.S.
2. Identify United States and Nevada holidays and explain the traditions behind them.

Geography

1. Read a simple legend on a map.
2. Identify major geographical features of the United States and Nevada.
3. Locate the United States on a world map.
4. Locate Nevada on a United States map.
5. Identify climatic regions and their geographic locations.
6. Explain the relationship between regional geography and the cultures of state, national and global areas.

Economics and Consumerism

1. Identify monetary units of coins and dollars.
2. Identify ways children obtain and use money.
3. Identify three major economic activities in the state of Nevada.
4. Identify factors to consider when making purchases.
5. Describe factors that influence consumer behavior.
6. Give examples of limited resources and unlimited wants.

Skills

1. Obtain information from a variety of sources.
2. Translate information from one form to another.
3. Draw conclusions.
4. Recognize the occasion of need for decisions.
5. Analyze problems.
6. Identify alternate courses of action.
7. Develop strategies to carry out the course of action.

Career Awareness

1. Identify career opportunities in the local community.
2. Explain that different skills and training are necessary in different careers.

By the Completion of Grade Six the Student Will:

Citizenship

1. Accept the rights and responsibilities of classroom citizenship.
2. Identify ways of avoiding behavior that alienates others.
3. Identify people worthy of emulation and reasons for doing so.
4. Show concern for the well-being and dignity of others.
5. Identify inequities and/or injustices in the classroom and peer group.
6. Identify beliefs and values of other persons and groups.

7. Participate in class elections and the making of rules for the classroom.
8. Identify responsibilities people have to their community.

Government and Law

1. Describe the purposes of government.
2. Describe the organization and functions of state and local government.
3. Identify the formal legislative process at the state level.
4. Explain the role of political parties.
5. Describe how, when and with what qualifications public officials are elected, appointed or nominated at the state level.
6. Describe registration and voting procedures.
7. Identify some of the constitutional rights and liberties guaranteed in the U.S. Constitution.
8. Recognize that an individual's rights may conflict with those of another individual or group or with the general welfare.
9. Explain the purposes for rules and laws.
10. Explain how rules and laws can be changed.
11. Explain how legal and judicial decisions are made.
12. Explain how conflicts in law are resolved.
13. Explain how juveniles are treated differently in our system of justice.

Global Issues

1. Identify the interrelatedness of local and national problems with those confronting the world.
2. Recognize that unsolved problems elsewhere often impact upon the United States.
3. Recognize that the satisfaction of human needs depends directly or indirectly on the earth's natural resources.
4. Identify the influences of the natural environment on the shaping of culture.
5. Recognize the potential of various societies to use and abuse the natural environment.
6. Identify community problems related to energy needs and possible solutions.
7. Identify significant cultural aspects such as religion, language, food and house forms according to regions of the world.

History

1. Demonstrate knowledge of the history of the United States.
2. Outline the state of Nevada historically and geographically.
3. Locate and describe the political divisions and geographic features of the Eastern and Western Hemispheres.

Geography

1. Identify the continents and oceans.
2. Identify major geographical land features of the world.
3. Read a variety of map forms including global projections, cylindrical projections, polar projections, globe, raised relief and political maps.

Economics and Consumerism

1. Identify basic economic concepts.
2. Explain the basic functions of any economy.
3. Explain how a market economy works.

4. Identify the roles of money in an economy.
5. Associate economic conditions to natural resources and geography.
6. Identify factors that influence consumer behavior.
7. Demonstrate comparative shopping skills and the use of consumer aids in shopping for various goods and services.
8. Recognize deceptive sales techniques and practices in both print and media.

Skills

1. Choose appropriate sources for information desired.
2. Analyze information.
3. Evaluate the quality of information.
4. Frame appropriate research questions.
5. Draw conclusions.
6. Project long and short term consequences of an alternative course of action.
7. Formulate and test generalizations, predictions and hypotheses based on appropriate information.
8. Judge consequences in the light of values and goals.
9. Reevaluate and reformulate the process if goals have not been met or new information is introduced.
10. Apply what is learned to new situations.

Career Awareness

1. Identify career opportunities in local and state government, commerce and the professions.

By the Completion of Grade Eight the Student Will:

Citizenship

1. Identify specific constitutional rights and liberties guaranteed in the United States Constitution and State Constitution.
2. Identify some of the historical developments that have contributed to or impeded human rights.
3. Explain the role and function of responsible dissent in a democracy.
4. Explain the importance of participation in society both as an individual and as a member of a group.
5. Support equal opportunity in areas of life such as politics, housing, education, employment and recreation.
6. Participate in school elections and extra-curricular activities.

Government and Law

1. Explain the organization and function of the executive, legislative and judicial branches and independent regulatory agencies of the federal government.
2. Explain the formal legislative process at the state and federal level.
3. Recognize how decisions made by the various branches and levels of government are interdependent.
4. Identify influences on governmental decision making.
5. Identify state and federal nomination procedures.
6. Identify how, when and with what qualifications public officials are elected, appointed or nominated.
7. Identify how public officials can be removed from office.
8. Give examples of some of the causes of voter behavior.

9. Recognize the differing functions of civil and criminal law.
10. Identify how law limits governmental action constitutionally.
11. Describe individual rights within the criminal justice system.
12. Describe the duties of participants in court.
13. Understand similarities and differences between the judicial system in the United States and those in other countries.

Global Issues

1. Understand that criteria for evaluating personal and social problems may vary from culture to culture.
2. Identify possible worldwide effects of decisions made by individuals, communities and nations.
3. Identify some of the problems related to food consumption disparity between developed and developing nations.
4. Describe the effects of the worldwide limitations of non-renewable resources.
5. Describe environmental problems and possible solutions to those problems.

History

1. Outline the major events and persons who have shaped the history of the United States and Nevada.
2. Describe the contributions made by various ethnic groups to the development of the United States.
3. Describe the impact of technology on society.
4. Identify changes in female and male roles.
5. Describe changes in family, work and population patterns.
6. Understand that all people do not view the past in the same way.

Geography

1. Identify world climatic regions and their relationship to weather and climate.
2. Read a variety of maps and extract information from them.
3. Use map scales.
4. Calculate distances and travel time from a road map.
5. Find a location with a city map using an address.

Economics and Consumerism

1. Explain the relationships between the factors of production — land, labor and capital.
2. Understand the relationship of government to the economy.
3. Explain the relationship between specific economic goals and overall societal goals.
4. Identify economic cycles and their effects on individuals and groups.
5. Define the historical and current role of labor in a market economy.
6. Associate the relationships of climate and weather to economic conditions.
7. Identify the legal and personal management knowledge base which consumers should have before applying for credit or signing contracts.
8. Recognize the relationship between the protection of consumer rights at various levels of government, and the exercise of individual responsibility by both consumers and providers of goods and services.

9. Locate reliable sources of information which consumers may use to help them make better informed purchases and to help them become more effective in their role as consumer citizens.
10. Recognize the influence of external factors upon the process of making informed consumer decisions.

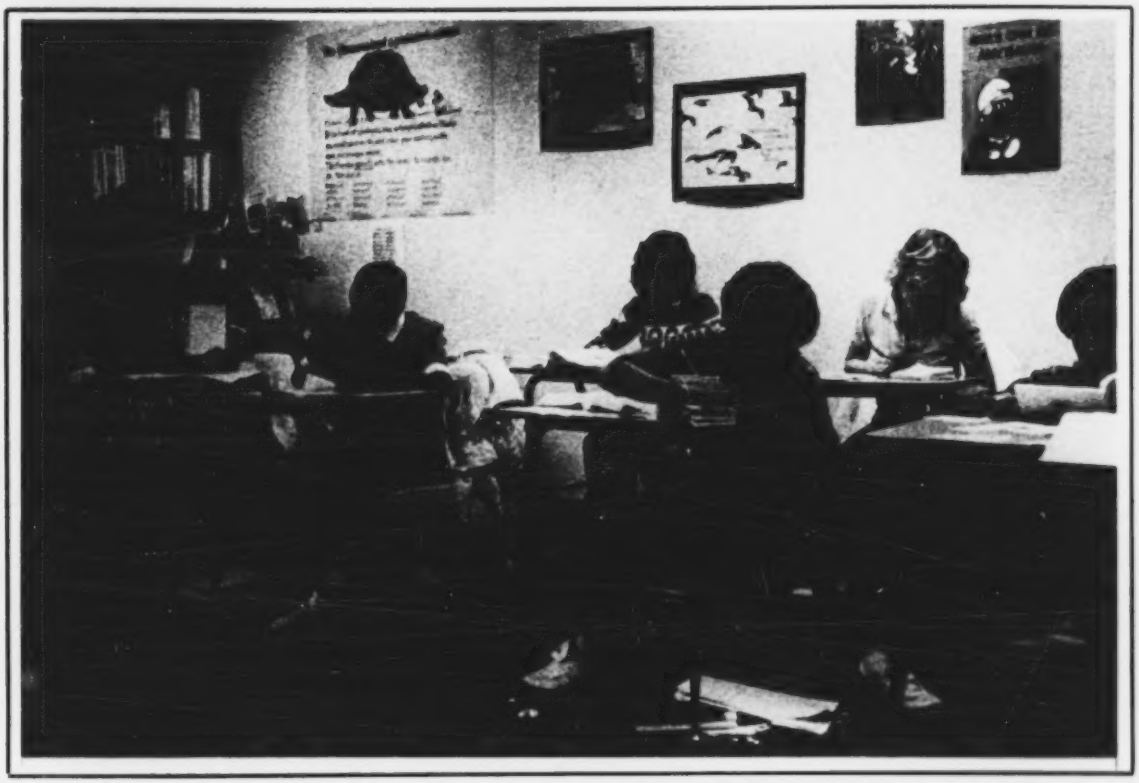
Skills

1. Understand that perceptions of the same object or event may differ from person to person.
2. Identify similarities and differences within sets of data and reasons for those differences.
3. Draw conclusions.
4. Remain open to changes in their opinion.
5. Formulate and test generalizations, predictions and hypothesis based on appropriate information.
6. Apply what is learned to new situations.
7. Make and interpret charts and graphs in original research.
8. Present own ideas.
9. Paraphrase what has been heard and obtain agreement from the speaker that the paraphrasing is correct.
10. Listen and respond appropriately.
11. Encourage others to express themselves.
12. Recognize diverse roles within a group.
13. Use conflict resolution strategies.

Career Awareness

1. Identify potential careers in government, commerce and the professions.
2. Plan a high school academic program in social studies.

Mathematics



RATIONALE

Students need to be able to apply mathematical concepts and skills to solving problems in everyday living. Highly developed mathematical abilities are a necessity in today's technical world. The development of positive attitudes toward mathematics is critical.

PROGRAM

The program will develop skills and concepts in number, operations, geometry, measurement and problem solving. Emphasis will be placed on specific problem-solving strategies. Problem solving skills should be emphasized by providing opportunities for students to gather and analyze data, plan a strategy, find a solution and check to see if the solution is correct and reasonable. The important role of computers in our society should be emphasized as well as the development of calculator skills.

Students' understanding of mathematics is developed through the use of concrete objects. Manipulative activities using concrete materials are an essential part of the mathematics program through the elementary grades. From these experiences, more abstract concepts can be developed.

A coordinated approach for using mathematics throughout the curriculum should be developed.

OBJECTIVES

By the Completion of Kindergarten the Student Will:

1. Identify square, circle, rectangle and triangle.
2. Use one-to-one correspondence to determine equal or non-equal sets through 10.
3. Identify written numerals zero through ten.
4. Match the corresponding numeral to a set of one through ten objects.
5. Repeat patterning of 3 or 4 items with a model.
6. Identify ordinal positions first through third.
7. Identify the missing numeral in a sequence from zero through ten.
8. Count orally from one through twenty-nine.
9. Demonstrate comprehension of quantitative terms long, longer, longest; short, shorter, shortest; and many, few, large and small.
10. Copy and write numerals zero through ten correctly.
11. Repeat patterning of 3 or 4 items from memory.

By the Completion of Grade 3 the Student Will:

Number

1. Count from 0 through 9,999.
2. Identify numerals from 0 through 9,999.
3. Write from 0 through 9,999.
4. Identify the number just before or just after 1 through 9,999.
5. Identify a set of whole numbers from least to greatest.
6. Compare numbers by using the symbols for "greater than," "less than" and "equal to" through 9,999.
7. Read and write number words through one hundred and the word thousand.
8. Identify even and odd numbers.
9. Identify place value of any digit in a four digit number.
10. Count by 2's, 5's and 10's through one hundred.
11. Count from first through thirty-first.
12. Identify an object in sequence.
13. Identify and write fractions through twelfths.
14. Identify and draw models for fractions through twelfths.
15. Identify Roman numerals through XII.

Operations

1. Solve 100 basic addition facts with sums through 18 in five minutes with 95% accuracy.
2. Solve 100 basic subtraction facts with minuends through 18 in five minutes with 95% accuracy.
3. Add and subtract four digit numbers, with and without re-grouping.
4. Add 3 or more addends with 3 digit numbers with and without regrouping.

5. Add and subtract money notation using the dollar sign and period.
6. Solve 60 multiplication facts with products through 45 in five minutes with 95% accuracy.
7. Solve 60 division facts with dividends through 45 in five minutes with 95% accuracy.
8. Multiply two digit numbers by one digit numbers with regrouping.
9. Divide two digit numbers by one digit numbers with no remainder.
10. Apply the above operational skills to problem solving in real life situations.

Geometry

1. Identify a circle and its center.
2. Identify a square.
3. Identify a rectangle and its length and width.
4. Identify a triangle.
5. Draw a circle, square, rectangle and triangle.
6. Identify a point and line segment.
7. Identify a simple closed and open figure.
8. Identify interior and exterior regions.
9. Identify a cylinder, cone, cube, sphere and their abstract drawings.
10. Apply the above geometry skills to problem solving in real life situations.

Measurement

1. Identify time to the nearest minute.
2. Write time notation using colon.
3. Identify the value of United States bills and coins through $100.
4. Identify the total value of mixed coins and bills with money notation.
5. Identify the coins needed to make a given amount of money.
6. Identify the units to measure length in inches, feet, yards, centimeters and meters.
7. Measure length to the nearest half unit in English and Metric.
8. Construct a line segment using a ruler to a given whole unit in English and Metric.
9. Measure weight in pounds and kilograms.
10. Find the area by counting square units.
11. Apply the above measurement skills to problem solving in real situations.

Problem Solving

1. Identify what the problem is asking, the information needed, and the correct operation needed to solve the problem.
2. Identify a number sentence that fits the problem.
3. Evaluate answers for reasonableness using estimation.
4. Solve a one-step story problem using appropriate math skills.
5. Solve problems from a graph or table.

By the Completion of Grade 6 the Student Will:

Number

1. Read and write numerals from 0 through 999,999,999.
2. Identify place value of any digit in nine digit numbers.
3. Identify the period value for nine digit numbers.
4. Rename a number as an expanded numeral.
5. Round numbers to any given place through one billion.
6. Identify prime and composite numbers.
7. Identify prime factorization for composite numbers through 100 and multiples of 10.
8. Read and write decimals in tenths, hundredths and thousandths.
9. Identify the place value of decimals in tenths, hundredths and thousandths.
10. Read and write fractions of halves through sixteenths and other fractions evenly divisible into 100.
11. Identify numerator and denominator of a fraction.
12. Identify equivalent fractions of halves through sixteenths and other fractions evenly divisible into 100.
13. Rename fractions into common denominators using halves through sixteenths and other fractions evenly divisible into 100.
14. Rename a fraction in simplest form.
15. Compare fractions or decimals, using the symbols for "less than," "greater than" and "equal to."
16. Identify fractions as names for whole numbers.
17. Identify proper, improper and mixed fractions.
18. Rename improper fractions as mixed numbers and vice versa.
19. Rename fractions evenly divisible by 100 as decimals.
20. Rename decimals as fractions using tenths, hundredths and thousandths in simplest form.
21. Identify a ratio as a numerical comparison between two groups.
22. Rename a decimal using tenths and hundredths as a percent and vice versa.
23. Rename a common fraction as a percent and vice versa.
24. Rename numerals such as 5^3, not exceeding third power.

Operations — Whole Numbers

1. Add and subtract six digit numbers.
2. Solve 100 multiplication facts with products through 100 in five minutes with 95% accuracy.
3. Solve 100 division facts with quotients through 100 in five minutes with 95% accuracy.
4. Identify missing factors.
5. Identify multiples of 10.
6. Multiply by multiples of 10, 100, and 1,000.
7. Divide by multiples of 10.
8. Multiply three digit numbers by three digit numbers.
9. Divide four digit numbers by two digit numbers, with the remainder in whole number or fractional form.
10. Check division by multiplying.
11. Multiply and divide using money notation.
12. Estimate the sum and difference of whole numbers written

horizontally or vertically.
13. Estimate the product of three digit numbers multiplied by three digit numbers, written horizontally and vertically.
14. Find the average of a set of numbers, the answer being a whole number.
15. Estimate the quotient in a division problem.
16. Apply the above operational skills to problem solving in real life situations.

Operations — Fractional Numbers

1. Add and subtract decimals using tenth, hundredth and thousandth.
2. Subtract decimals which require zeros to be added.
3. Multiply decimals using three digit numbers by three digit numbers.
4. Divide a decimal by a whole number or a decimal using three digit by two digit.
5. Identify the greatest common factor.
6. Identify the least common multiple
7. Add and subtract fractions with like and unlike denominators, renaming the answer to the simplest form.

Geometry

1. Identify and draw acute, obtuse and right angles and triangles.
2. Identify congruent figures and the symbol for congruence.
3. Identify similar figures.
4. Identify a polygon.
5. Identify a pentagon, hexagon and octagon.
6. Identify a parallelogram.
7. Identify the radius, diameter and circumference of a circle.
8. Identify parallel, intersecting and perpendicular lines.
9. Identify lines of symmetry.
10. Identify a prism and a pyramid.
11. Given the coordinates, plot the point in the positive quadrant of the coordinate graph.
12. Given a point in the positive quadrant, identify its coordinates.
13. Apply the above geometry skills to problem solving in real life situations.

Measurement

1. Identify length in whole and fractional/decimal points.
2. Rename length measurements of inch, foot, yard and mile.
3. Rename length measurements of mm, cm, m and km.
4. Identify and compute the perimeter of a polygon.
5. Identify units to measure area in both English and Metric.
6. Given the appropriate formula, compute the area of a rectangle, triangle and square in both English and Metric.
7. Identify weight in whole and fractional/decimal units.
8. Rename weight measurement in ounces, pounds and tons.
9. Rename weight measurement in g and kg.
10. Rename liquid capacity using cup, pint, quart and gallon.
11. Rename liquid capacity using milliliter and liter.
12. Identify temperatures to the nearest degree using Fahrenheit and Celsius.

13. Rename units of time measurement using seconds, minutes, hours and days.
14. Rename units of calendar measurement using day, week, month and year.
15. Add units of measure using English or Metric regrouping.
16. Subtract units of measure using English or Metric without regrouping.
17. Identify the appropriate unit used to measure.
18. Identify the measurement of an angle to nearest degree using a protractor.
19. Apply the above measurement skills to problem solving in real life situations.

Note— Conversions between English/Metric should not be required.

Problem Solving

1. Identify what the problem is asking, what information is needed and the correct operation(s) needed to solve the problem.
2. Identify a number sentence that fits the problem.
3. Evaluate answers for reasonableness using estimation.
4. Solve a one-step and two-step story problem.
5. Solve problems from a graph, table and maps.

Career Awareness

1. Identify some careers in the field of mathematics.
2. Identify practicing mathematicians of both sexes who have made important mathematical contributions.

By the Completion of Grade 8, the Student Will:

Number

1. Read and write whole numbers and decimals.
2. Identify the place value of any digit in any whole number or decimal.
3. Compare whole numbers and/or decimals using the symbols for "greater than," "less than" and "equal to."
4. Round whole numbers or decimals to any place.
5. Write whole numbers or decimals as expanded numerals using exponential notation.
6. Identify a standard number expressed in scientific notation and vice versa.
7. Identify positive and negative integer on a number line.
8. Order given integers from least to greatest.
9. Identify repeating and terminating decimals.
10. Identify a fraction as a division problem.
11. Identify a fraction as a ratio and vice versa.
12. Read and write a proportion.
13. Rename fractions as decimals.
14. Rename a terminating decimal as a fraction using simplest form.
15. Rename a common repeating decimal as a fraction using simplest form.
16. Rename a decimal using tenths, hundredths and thousandths as a percent and vice versa.

17. Rename a common fraction as a percent and vice versa.
18. Rename numerals such as 3^5, not exceeding fifth power.
19. Rename numbers in Roman numerals.

Operation

1. Add, subtract, multiply and divide any whole number.
2. Identify the basic properties of operations; commutative, associative, and distributive.
3. Identify the identity elements for addition and multiplication.
4. Add, subtract, multiply and divide any positive rational number.
5. Estimate the sum and difference of whole numbers, written horizontally and vertically.
6. Estimate the product of three digit numbers multiplied by three digit numbers, written horizontally and vertically.
7. Estimate the quotient of any number divided by a two-digit factor, written horizontally and vertically.
8. Identify the greatest common factor and the least common multiple.
9. Find the missing term in a proportion.
10. Find the percentage value of a number such as 25% of 80.
11. Find the percent one number is of another.
12. Find the total given the percent and percentage value such as 5% of _____is 12.
13. Find the square root of a number that is a perfect square.
14. Add, subtract, multiply and divide integers.
15. Apply the above operational skills to problem solving in real life situations.

Geometry

1. Identify and draw models for lines, rays and line segments.
2. Identify the symbols for lines, rays, line segments and points.
3. Identify the symbol for congruence.
4. Identify the vertex of an angle.
5. Identify a diagonal of a quadrilateral.
6. Identify scalene, isosceles and equilateral triangles.
7. Construct a circle from a given radius or diameter using a compass.
8. Complete the following using a compass and a straight edge:
    a. Bisect a line segment.
    b. Construct a right angle.
    c. Bisect an angle.
    d. Copy any given angle.
    e. Construct a line perpendicular to a given line.
    f. Construct a line parallel to a given line.
9. Given the coordinates, plot the point on a coordinate graph.
10. Given a point on a coordinate graph, identify its coordinates.
11. Identify translations using slides, flips and turns.
12. Apply the above geometry skills to problem solving in real life situations.
13. Identify rectangular prisms and the length, width and height of a prism.

Measurement

1. Identify the appropriate unit used to measure.
2. Add and subtract units of measure using English and Metric with regrouping.

3. Multiply and divide units of measurement with regrouping.
4. Find the area and circumference of a circle.
5. Find the area of squares, rectangles and triangles.
6. Given the formula, find the area of parallelograms and trapezoids.
7. Find the surface area of a rectangular prism and cylinder.
8. Given the formula, find the volume of a cylinder, cone, sphere, rectangular prism and pyramid.
9. Rename English liquid capacity using teaspoon, tablespoon, fluid ounce, cup, pint, quart and gallon.
10. Rename metric liquid capacity using cubic centimeter, milliliter and liter.
11. Apply the above measurement skills to problem solving in real life situations.

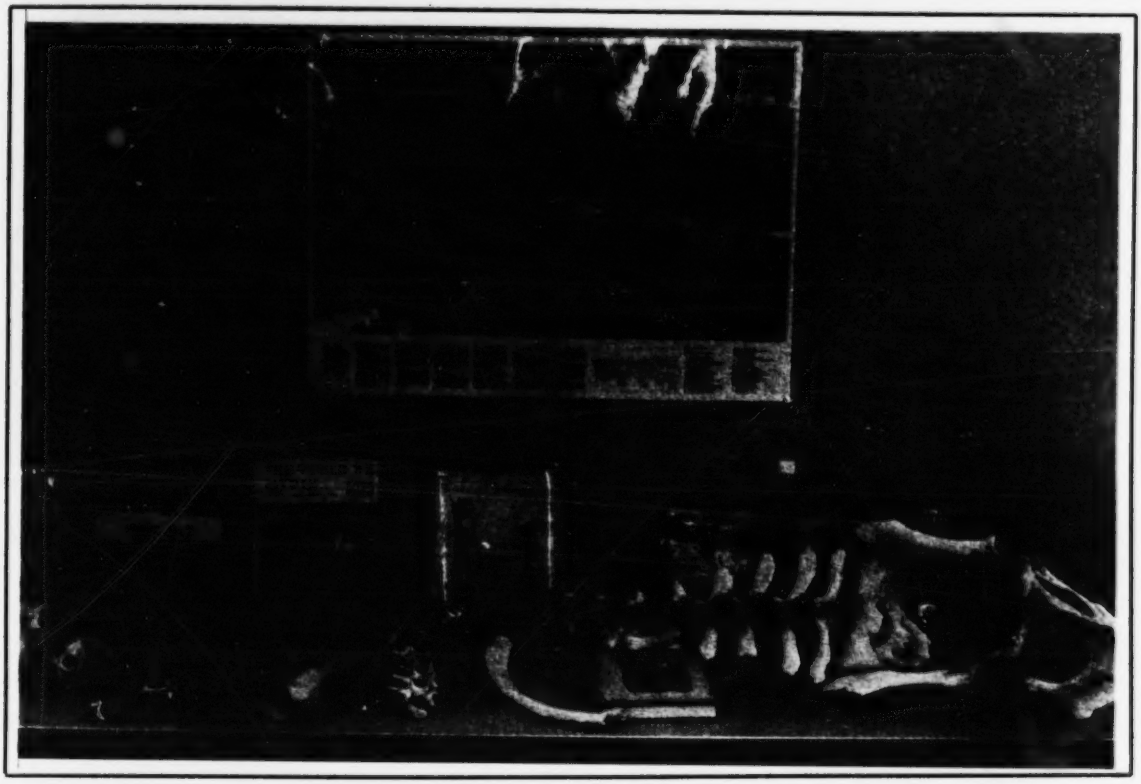
Problem Solving

1. Identify what the problem is asking, what information is needed, and the correct operation(s) needed to solve the problem.
2. Identify a number sentence that fits the problem.
3. Evaluate the answer for reasonableness.
4. Solve one and two step word problems including interest (I = PRT), distance, (D = RT), percent of decrease and increase, discount, commission, proportion, probability, finding miles per gallon and miles per hour.
5. Solve problems from graphs, tables and maps.
6. Construct graphs, tables or diagrams to solve problems.

Career Awareness

1. Plan a high school academic program in mathematics.
2. Identify career opportunities in the field of mathematics.

Science



RATIONALE

The ultimate goal of science education is to develop citizens who are literate in science and can use and understand the knowledge and processes of science. The fundamental principles and methods of science form both a knowledge base for understanding and a framework for learning. With the increasing role of technology in all elements of our society, it is important for everyone to have these skills.

PROGRAM

Principles and methods of science will be developed through textbooks and laboratory experiences by involving the students in the major areas of earth and space science, biological science and physical science at increasing levels of sophistication through the grades. The community should be used as a teaching support system. "Hands-on" experiences in investigative laboratory activities will develop inquiry skills, curiosity and a desire to increase scientific knowledge throughout life.

OBJECTIVES

By the Completion of Kindergarten the Student Will Meet Standards in Four Major Areas and Acquire These Skills and Attitudes:

Life Science

Major concept — Living things respire, need nourishment and water and reproduce their own kind.

1. List three requirements for the growth of all green plants.
2. Identify the stages in the life cycle of common animals.

Physical Science

Major concept — The physical world consists of matter and energy interacting.

1. Demonstrate that heat and light are forms of energy.
2. Locate the relative position of the sun, earth, and moon.

Earth Science

Major concept — The universe is constantly changing.

1. Describe changes in the weather.
2. Classify objects from the environment as being living or non-living.

Environmental Science

Major concept — The principles of conservation of our natural resources and the preservation and protection of our environment.

1. Describe seasonal changes in plants and animals.
2. Describe likenesses and differences in living things.

Skills

1. Demonstrate skill in caring for plants over a period of time.
2. Identify and classify objects using odor, taste, sound and sight.
3. Identify a variety of animals.
4. Examine evidence and from that draw some logical conclusions about cause and effect even though the cause may not be directly observable.
5. Describe orally that which has been observed or investigated.

Attitudes

1. Follow the rules of safety in the science laboratory or classroom.
2. Use evidence gathered through scientific methods.
3. Demonstrate individual curiosity and persistence in the study of science.
4. Demonstrate a sense of custodianship of the environment.

By the Completion of Grade Three the Student Will Meet Standards in Four Major Areas and Acquire These Skills and Attitudes:

Life Science

Major concept — Living things respire, need nourishment and water and reproduce their own kind.

1. Explain how human beings bring oxygen into their bodies.
2. Arrange, in sequential order, pictures of stages in the life of a common plant.
3. Identify, in sequential order, pictures of stages in the lives of common animals.

Physical Science

Major concept — The physical world consists of matter and energy interacting.

1. Cite evidence that heat, light and electricity are forms of energy.
2. Locate the relative position of the sun, earth and moon in our solar system and indicate awareness of seasons.
3. Identify, from a group of objects, those which are good or poor conductors of electricity.

Earth Science

Major concept — The universe is constantly changing.

1. Describe the motion of the planets around the sun.
2. Explain changes in the earth's surface, such as erosion, earthquakes and volcanos.
3. Describe one role of condensation, evaporation and precipitation in weather changes.

Environmental Science

Major concept — The principles of conservation of our natural resources and the preservation and protection of our environment.

1. Explain how an animal from the past or present is suited to its environment.
2. Compare artificial environments with natural environments.
3. Identify waste or misuse of natural resources within the home, school or community.

Skills

1. Read a thermometer to the nearest graduation.
2. Use a hand lens to observe detail not easily distinguishable to the naked eye.
3. Identify and classify objects using odor, taste, sound, sight, color, size, shape and texture.
4. Make predictions and verify accuracy.
5. Weigh oneself to the nearest graduation on the scale.
6. Classify animals and plants based on the likenesses and differences that exist among them.

7. Operate a beam balance.
8. Demonstrate skill in feeding and caring for a living animal and/or plant over a period of time.

Attitudes

1. Follow the rules of safety in the science laboratory or classroom.
2. Exhibit self-confidence by being involved in a variety of scientific activities.
3. Use evidence gathered through scientific methods.
4. Demonstrate individual curiosity and persistence in the study of science.

By the Completion of Grade Six the Student Will Meet Standards in Four Major Areas and Acquire These Skills and Attitudes:

Life Science

Major concept — Living things respire, need nourishment and water, and reproduce their own kind.

1. List functions that distinguish living organisms from nonliving things and things no longer alive.
2. Describe the function of the skeleton in terms of protection and support for animals with and without backbones.
3. Give at least one example of how plants have adapted to their environment.
4. Construct three simple food chains involving human beings.
5. Explain the role of blood, blood vessels and the heart in circulating food and oxygen to all parts of the body and in removing waste from body cells.
6. List at least three factors that limit the number of plants and animals surviving in each generation.

Physical Science

Major concept — The physical world consists of matter and energy interacting.

1. Identify the three basic parts of an atom, their changes and relative locations.
2. Give examples of different forms of energy.
3. Identify from a collection of substances those which are solids, liquids or gases.
4. Furnish at least one kind of evidence indicating the pressure of air.
5. Describe a change that takes place as a result of a common chemical reaction such as vinegar and baking soda, lime water and carbon dioxide or rusting of iron.

Earth Science

Major concept — The universe is constantly changing.

1. Contrast differences among sedimentary, igneous and metamorphic rocks.

2. Explain how solar energy is transformed into other forms of energy on earth.
3. Describe the motion of the planets around the sun and satellites around the planets.
4. Explain how the sun affects the earth's climate and weather.

Environmental Science

Major concept — The principles of conservation of our natural resources and the preservation and protection of our environment.

1. Describe some ways in which organisms adapt to their environment.
2. Describe the relationships that exist between organisms in an ecosystem such as a pond, a desert or a forest.
3. Give examples of how man's impact has improved the environment, destroyed the environment by design and accidentally affected the environment.
4. Identify waste or misuse of natural resources that affect our country.

Skills

1. Measure length to the nearest scale graduation.
2. Collect and record data from experiments and activities.
3. Sort and group objects by their properties.
4. Make simple quantitative estimates and verify them.
5. Make sketches from observations.
6. Identify those factors which must be kept constant during an investigation.
7. Demonstrate skill in feeding and caring for a living animal over a period of time and/or demonstrate skill in propagating plants and caring for them over a period of time.
8. make a simple electric circuit given a wire, bulb and battery.

Attitudes

1. Follow the rules of safety in the science laboratory or classroom.
2. Exhibit self-confidence by being involved in a variety of scientific activities.
3. Use evidence gathered through scientific methods.
4. Demonstrate individual curiosity and persistence in the study of science.
5. Demonstrate a sense of custodianship of the environment.

Career Awareness

1. Identify some careers in the field of science.
2. Identify scientists of both sexes.

By the Completion of Grade Eight the Student Will Meet Standards in Four Major Areas and Acquire These Skills and Attitudes:

Major concept 1 — Living organisms carry on life functions.

1. Illustrate that living organisms have life cycles such as birth to death and seed to mature plant.
2. Distinguish between living and nonliving things by describing life functions.
3. Describe the differences in the structure and functions of cells, tissues and organs.
4. Find patterns in data, events and life itself.
5. Explain the process of photosynthesis and its dependence upon such factors as light, chlorophyll, water and carbon dioxide.
6. Explain genetics.

Major concept 2 — Living organisms and their environment are interdependent and are constantly interacting.

1. Illustrate and describe the water cycle.
2. Explain the predator-prey relationship.
3. Give reasons for the need to conserve soil.
4. Compare, contrast and discuss food chains and food webs.
5. Define symbiosis and give examples of this relationship.
6. Explain the carbon-hydrogen-oxygen cycle.
7. Describe the nitrogen cycle.
8. Explain what soils are and how they are formed.

Major concept 3 — Living things change.

1. Explain that the environment is always changing and organisms must be able to adjust to these changes in order to survive.
2. Describe how each plant and animal goes through a series of changes as part of its individual life cycle.
3. Describe how living things have changed over the long period of earth history.
4. Discuss why many plants and animals have been unable to adapt to changing environments and have become extinct.
5. Describe fossil evidence that indicates that many forms of life have become extinct.
6. Describe how organisms and their environments are constantly interacting and are interdependent such as the activities of plants and animals can change the environment and changes in the environment can affect plants and animals.
7. Explain how changes in structure and behavior from one generation to the next are usually the result of genetic changes.

Physical Science

Major concept — The physical world consists of the interactions of matter and energy.

1. Differentiate solids, liquids and gases and describe their properties by using the kinetic molecular theory.
2. Relate how an energy change is involved whenever there is a change in state (phase) of matter such as water to steam.
3. Describe how forms of energy may be changed into other forms of energy.
4. Define a calorie and differentiate between small and large calories.

5. Demonstrate an awareness that atomic energy results from the conversion of nuclear mass into energy.
6. Identify sources of nuclear energy and compare fission and fusion.
7. Explain some of the factors which affect electricity such as a flow of electrons.
8. Explain the relationship of temperature to the kinetic molecular theory.
9. Describe patterns in the Periodic Chart of the Elements.
10. Explain that density is the relationship between mass and volume.
11. Define and distinguish between mass and weight and between mass and volume.
12. Explain how electrical energy can be used to operate devices such as the radio, telephone and computer.
13. Describe how sound is formed, transmitted and received.
14. Contrast reflection and refraction.
15. Describe how white light is formed by, and may be divided into, many colors.

Earth Science

Major concept — The earth and the solar system undergo changes involving different cycles.

1. Describe the changes which occur in stars.
2. Plot the path of a planet across the sky.
3. Explain a solar and lunar eclipse.
4. Describe how the moon influences the tides.
5. Describe the methods by which sedimentary, igneous and metamorphic rock are formed.
6. Contrast various kinds of weathering.
7. Explain how sedimentation affects the ocean floor.

Environmental Science

Major concept — The principles of conservation of our natural resources and the preservation and protection of our environment.

1. Explain that management of natural resources requires the flexibility to respond to changing human needs, technological advances, new scientific knowledge, governmental policies and unusual conditions.
2. Discuss why no country is entirely self-sufficient in its natural resources, therefore resources.should be understood within the context of a worldwide view of mankind's needs.
3. Explain that the biosphere is irreplaceable.
4. Identify water as a reuseable and transient resource which may be increased or reduced and/or quality impaired or improved through use.
5. Identify soil as a depletable resource which may take a few years to a few thousand years to be renewed.
6. Identify minerals as nonrenewable resources that are finite in quantity, but can be reused many times in many forms.

Skills

1. Use measuring devices and record data properly.
2. Make graphs and charts from the data given.
3. Interpret data, charts and graphs and make generalizations.
4. Follow directions to utilize simple tests and interpret results.
5. Employ mathematics necessary to convert units within the metric system.
6. Develop a hypothesis from basic data and devise a method to test it.
7. Use, maintain and care for laboratory equipment.
8. Distinguish between qualitative and quantitative observations.
9. Use scientific methods for setting up experiments which have dependent and independent variables.
10. Communicate information organized in logical sequences orally and graphically using related vocabularies.
11. Apply scientific theories and laws to a given situation.

Attitudes

1. Exhibit self-confidence by being involved in a variety of scientific activities.
2. Use evidence gathered through scientific methods.
3. Demonstrate individual curiosity and persistence in the study of science.
4. Demonstrate a sense of custodianship of the environment.
5. Follow the rules of safety in the science laboratory or classroom.
6. Show respect and appreciation for all living organisms.
7. Recognize how science is related to one's world.
8. Respect and appreciate the environment.
9. Use critical thinking skills.
10. Recognize the value of scientific instruments as extensions of the senses.

Career Awareness

1. Identify scientists of both sexes in a variety of science-related careers.
2. Plan a high school academic program in science.

Art

RATIONALE

As an integral part of the learning process, the visual arts encourage personal expression and an appreciation of the child's cultural heritage. The making of artistic forms enlarges the child's perception of the world and develops respect for shaping things in one's own hands. A child's ability to mold part of his/her environment directly enhances self-worth, motivation and a sense of responsibility. In the final analysis, art is not the exclusive province of a gifted few. Rather, it creates a base of visual literacy that can positively affect the life of a community.

PROGRAM

The art curriculum in the elementary school will offer a variety of hands-on activities that enhance the child's perception while taking into account generally accepted patterns of creative and mental growth and expose the child to art history and theories of art. Children will learn a wide range of art terms and be encouraged to use these terms when discussing their artistic experiences. To these ends, teachers should maintain a viable inventory of art materials in a classroom environment that is conducive to imaginative art projects and an appreciation of the history of art.

Listed below are the sections of the program.

A. Production — Art production is a fulfilling activity in and of itself. Students need to directly experience the process of creating art through active hands-on activities such as drawing, shaping, building and changing. Creating art also leads to a greater understanding of art and artists, and the world we live in.

B. Perception — Students need opportunities to examine a wide variety of forms to extend their ways of seeing. Observation of art forms, nature and the community in which they live shall provide the basis for their perceptions.

C. Elements of Art — Elements of design such as line, shape, light and dark, texture and color will be taught through hands-on experiences.

D. Evaluation — From the earliest levels, students should be encouraged to discuss and evaluate their own work. Students should see and evaluate the art of their own community and society.

E. Cultural History — The program should emphasize the culture and history of art, primarily through slides, other media presentations and field trips. Ideally, these presentations should relate to students' hands-on projects and other art disciplines such as music, dance, theater, architecture and literature.

F. Applications — Vocations that require artistic training are a part of our society and should be explored. Vocational art or interest in art is beneficial and can be sustained through life.

OBJECTIVES

By the Completion of Kindergarten the Student Will:

1. Hold crayons and pencils appropriately.
2. Hold scissors appropriately and cut.
3. Trace, copy and draw basic shapes.
4. Finish incomplete simple designs.
5. Follow simple two or three step directions.
6. Identify likenesses and differences of objects and pictures.
7. Match color, shape and size.
8. Experience line, color, shape and texture by seeing and feeling objects.
9. Express individual ideas, thoughts and feelings in the media of clay, paint, string, crayons and chalk with minimal instruction.

By the Completion of Grade 3 the Student Will:

1. Explore the immediate environment (home and school) through visual means including drawing, painting, collage, modeling and elementary printmaking.
2. Identify basic art tools such as brushes, crayon, pencils and clay and the fundamental design concepts of color, line, shape and texture.
3. Create expressive forms based on a wide range of topics such as me, home and relatives, music, literature, animals, holidays and other personal experiences.
4. Develop skill in speaking about their own works of art and that of others.
5. Follow procedures that encourage respect for property and safety in the art activities area.

By the Completion of Grade 6 the Student Will:

1. Examine the community outside the home-school environment through directed assignments in nature, field trips and studies in art/cultural history.
2. Develop proficiency in the care and use of art materials such as mixing paints, cutting and pasting and assembling three dimensional materials.
3. Use a variety of topics to stimulate in creating images such as adventure, historical people and events, geography, sports, games and film media.
4. Expand their vocabulary of art terms through discussions about artists, artworks and selected historical styles. Viewing of color reproductions such as prints and slides; bulletin boards; field trips to musems, art galleries and sculpture sites will be part of this experience.
5. Understand the opportunities for art activities both vocationally and avocationally in adult years.

By Completion of Grade 8 the Student Will:

In lieu of the traditional program for ages twelve to fourteen, each child should be free to choose from a number of options. These may include a traditional art class, arts and crafts or others suggested by the unique needs of the students, the capabilities of the instructional staff or the characteristics of the community. Some may be minicourses or other short offerings that are developed in response to student needs and that may be combined in flexible sequences.

1. Demonstrate a working knowledge of more complex art processes such as printmaking, textiles including weaving and stitchery, carving, murals, multi-media, video-computer art, throwing on the wheel and basic commercial/graphic design techniques.
2. Develop skills in pictorial composition with special attention to space illusion/depth, including shading, perspective and overlap.
3. Understand fundamental methods of displaying works of art by means of classroom and school exhibits and visits to local art museums and galleries.
4. Speak and write their opinions about artists and art works using a variety of comparative methods.
5. Expand understanding of vocational art by visiting with artists such as graphic designers, fine artists and crafts persons at their place of work or in the classroom.

Special Features

School districts should become aware of and utilize existing community and statewide art resources through field trips and the inclusion of special programs within the school environment. Specific community resources may be museums, galleries, artist studios, libraries, the university and community college art departments, and other community-based art programs. Specific statewide resources may be those art programs provided by the Nevada State Council on the Arts, and any other statewide art-education programs that may be developed.

Music

RATIONALE

Music is an integral part of a well-balanced elementary school curriculum. Music education develops each student's ability to appreciate music. Music activities develop discerning listeners and expressive performers. Concepts of music theory, music appreciation and an awareness of our cultural heritage are also taught through these activities.

PROGRAM

Music experiences in the elementary program shall be designed to allow students to participate actively. They will demonstrate understanding of the basic elements of music (rhythm, melody, harmony, form, tempo, tone color, dynamics and texture.) The three basic functions — performing music, describing music and organizing music, are implemented through the basic activities of singing, reading, listening, playing instruments, movement, rhythmic response and creating music. Music reading experiences should be included as an integral part of all activities. The music program at the elementary level shall consist of the following:

A. General Music Classes — The general music class should include all of the experiences listed in the above paragraph.

B. Instrumental Music

The instrumental music program should consist of experiences in playing string, wind, and percussion instruments. Instrumental instruction may be offered in grades 4 through 6 and at the junior high school level.

C. Choral Music

Choral music experiences are encouraged in the elementary grades. Students in the junior high school should have the opportunity to elect choral music as part of their class schedule.

OBJECTIVES

By the Completion of Kindergarten, the Student Will:

1. Perform gross motor movement to recorded music and songs.
2. Sing songs and participate in group singing using seasonal, standard repertoire, patriotic and popular songs.
3. Imitate a simple rhythmic pattern.
4. Move to a steady beat using various body parts.
5. Discriminate aurally high/low, fast/slow, loud/soft, upward/downward and long/short.
6. Develop an appreciation for music by listening to a variety of short selections.
7. Move to express mood of music.

By the Completion of Grade Three the Student Will:

Perform

1. Clap, stamp, snap and pat short patterns using even rhythms in duple and triple meter.
2. Imitate and match non-pitched and pitched sounds and patterns in chant, rhymes, poetry and ostinati.
3. Sing on pitch within a comfortable range a variety of unison, songs accompanied with a vocal ostinati and two-part rounds including folk, patriotic and seasonal.
4. Interpret differences in songs as to dynamics and tempo.
5. Play simple percussion and melodic instruments.
6. Vary pitch, tempo, dynamics and timbre to demonstrate an understanding of melody, harmony, rhythm and form within the music.
7. Respond with appropriate body movements to various elements of music including melody, rhythm, form, tempo, dynamics and timbre.
8. Demonstrate basic concepts of beat, accent, rhythmic patterns and phrases in duple and triple meter.
9. Dance simple folk dances and singing games.
10. Dramatize a song, story, poem or recorded music.

Describe

1. Listen to music with specific musical directions.

2. Develop a simple vocabulary to describe music including concepts such as pitch, rhythm, meter, dynamics, timbre and form.
3. Identify visually and aurally classroom instruments and basic orchestral instruments.
4. Listen to and describe various musical styles such as classical, popular, folk and ethnic.
5. Recognize the basic symbols of music notation including staff, clef signs, meter notes, rests and pitch names.
6. Notate simple rhythmic patterns such as line notation, traditional notation or Kodaly rhythm symbols.

Organize

1. Create accompaniments to songs using environmental, body and instrumental sounds.
2. Improvise simple ostinati (repeated pattern) accompaniments to pentatonic songs.
3. Express ideas or moods of music, poetry and song through movement and imaginative use of classroom instruments.
4. Create simple, even, rhythmic and melodic patterns within the structure.
5. Create simple introductions, interludes and codas.
6. Create rhythmic phrases in rondo and ABA forms.
7. Create and sing original melodies using ideas found in class reading material.
8. Use the diatonic and pentatonic scales to compose simple songs by phrases.
9. Plan contrasts in dynamics, tempo, timbre and articulation in original songs.

By the Completion of Grade 6 the Student Will:

Perform

1. Clap, stamp, snap and pat longer patterns using even rhythms, syncopation and polyrhythm.
2. Sing from notation accurately and independently.
3. Demonstrate an understanding of melodic and rhythmic elements of music.
4. Control voice to produce desired musical quality in solo and ensemble singing.
5. Sing unison and part songs including rounds, ostinati patterns, descants, partner songs and harmonies using 3rds and 6ths and counter melodies in limited range for changing voices.
6. Play percussion, melodic, folk and electronic instruments by ear, from notation and in improvised settings.
7. Explore standard wind and string instruments in an instrumental elective.
8. Play pieces in AB, ABA and rondo forms with understanding.
9. Respond with creative body movements to various elements of music.
10. Perform circle, line and square dances from a variety of ethnic sources and perform singing games.

Describe

1. Continue to conceptualize duple, triple, compound meters, syncopation and utilize basic conducting skills.

2. Listen to music with understanding and describe what is heard in a musical composition using technical as well as non-technical terms such as mood, rhythm, theme and form.
3. Identify and group, visually and aurally, brass, string, woodwind and percussion instruments of the orchestra.
4. Develop a background in listening to many kinds of music including contemporary, classical and jazz.
5. Analyze performances of vocal and instrumental soloists and groups such as choir, symphony and opera.
6. Analyze music symbols while singing or playing melodic or rhythmic instruments.
7. Interpret the expressive elements in a musical score including tempo or dynamic markings.

Organize

1. Improvise ostinati and bordun accompaniments on pitched instruments using predetermined pitches.
2. Harmonize parts to familiar songs.
3. Improvise accompaniment with even and uneven rhythms.
4. Notate given phrases within ABA, rondo or theme and variations form.
5. Work with others in ensemble to create composition for instruments, voice and movement.

By the Completion of Grade 8 the Student Will:

In lieu of the traditional program for ages twelve to fourteen, in which every student is exposed to essentially the same content, each student should be free to choose from among a number of diverse options. These options may be selected from those listed below or they may include others suggested by the unique needs of the students, the capabilities of the instructional staff, or the characteristics of the community. Some may be minicourses or other short-term offerings that are developed in response to student needs and that may be combined in flexible sequences. Each option should be considered a satisfactory and equally viable alternative. The basic program for all schools should include one band or wind ensemble, one orchestra or string orchestra, and one mixed choral group, together with one course per grade level that emphasizes organizing and describing activities. Beginning at age twelve the student should be genuinely free to choose the musical activity of greatest interest to him. The student should be encouraged to continue his musical studies throughout his secondary school years and beyond.

Perform

1. Sing unison, two and three part songs sustaining accurate melodic and harmonic relationships.
2. Extend the singing range and accuracy while increasing difficulty of intervals and rhythm patterns.
3. Sing heritage folk and art songs from different times and places.
4. Enunciate vowels and consonants clearly in both legato and staccato singing.
5. Use a variety of tempo and dynamic changes, repetition, contrast, sequence, inversion, fragmentation, retrograde, augmentation, diminution and modulation.
6. Increase skill in playing classroom instruments.
7. Play, read and create more complex melodic and rhythmic patterns.
8. Conduct various examples of music literature.

Describe

1. Refine music reading skills
2. Listen and analyze the music literature and study the common elements of music in various contexts.
3. Use musical vocabulary to describe music.

Organize

1. Improvise vocal and instrumental sections of songs in various styles.
2. Create harmonic parts for two and three part songs.
3. Compose lyrics and music of a song and arrange for a group performance.

Health

RATIONALE

Health education provides opportunities for students to develop knowledge, attitudes and practices necessary to meet present and future health needs. Students who know how to maintain and enhance their health and who accept responsibility for it themselves will apply positive life-style habits and will be healthier children and adults. Substance abuse has reached epidemic proportions in our society. Primary prevention should be a part of every health curriculum. The program should promote the condition of wellness. The student's personal and social growth toward full human potential with a positive self-image, decision making skills, good interpersonal relationships, the ability to identify and express feelings in an appropriate manner, the ability to deal constructively with stress and anxiety and the ability to behave in a manner acceptable to the individual and to society are the goals of the school substance use/abuse program.

PROGRAM

A. Life Skills — Students will recognize, develop and practice selected skills which are associated with improved personal health and quality of life.

B. Positive Health Life-styles — Students will know the information, attitudes, and actions one needs to achieve a healthy life-style with a balance of nutrition, exercise and relaxation.

C. Substance Use/Abuse — Students will distinguish between use, misuse and abuse of legal and illegal substances, identify and evaluate health risks and explore possible alternatives.

D. Family Life Cycle — Students will explore the family life cycle from prenatal development through death. This will include various aspects of anatomy and physiology, as well as the ethical, physical, social and emotional factors involved in such related topics.

E. Emergency Medical Skills/Safety — Students will demonstrate basic safety and emergency medical skills.

F. Disease — Students will identify the causes, preventions, and care of the most common infectious and noninfectious diseases and explain how to prevent disease in order to maintain a positive, healthy life-style.

G. Body Functions — Students will identify the basic body systems and how they function.

OBJECTIVES

By the Completion of Kindergarten the Student Will:

Life Skills

1. Identify personal health practices that protect self and others such as dental, skin care, posture and cleanliness.
2. Cope with social and mental stress by learning the rules, thinking of others, talking over problems and doing one thing at a time.
3. Exhibit a positive self-concept.

Positive Health Life-Styles

1. Explain individual needs for a balance of exercise, nutrition, relaxation and sleep.
2. Illustrate food combinations that provide a balanced daily diet.
3. Explain the importance of obtaining regular health care.

Substance Use/Abuse

Recognize the danger of unknown and poisonous substances.

Family Life Cycle

1. Explain the responsibilities and privileges of children in a family.
2. Understand that each individual has a unique rate of growth and development.
3. Recognize that family structure and circumstances change.

Emergency Medical Skills/Safety

1. Explain the need for obeying safety rules at home, school, work and play.
2. Explain how to obtain help in an emergency.
3. Identify safety hazards in the home.
4. Give examples of appropriate touching from others.
5. Explain that parents, teachers, or other responsible adults should be told if a child is being physically or sexually abused.

Disease

1. Explain the differences between illness and wellness.
2. Identify health habits that help prevent disease.

By the Completion of Grade 3 the Student Will:

Life Skills

1. Define the meaning of personal health practices.
2. Identify personal health practices that can protect self and others such as dental, skin care, posture, cleanliness, eyes and ears and gums.
3. Describe ways health care practices promote physical, mental and social health.
4. Define the meaning of physical fitness.
5. Cope with social and mental stress by learning the rules, thinking of others, talking over problems and doing one thing at a time.
6. Predict outcomes of decisions based on adequate information about situations, options and values.
7. Demonstrate the ability to say no assertively and tactfully to protect the dignity of self and others.
8. Identify ways emotions affect an individual's ability to cope with problems.
9. Exhibit a positive self-concept.

Positive Health Life-Styles

1. Differentiate between pleasant and unpleasant emotions.
2. Illustrate ways emotions are relieved through physical reactions.
3. Explain individual needs for a balance of exercise, relaxation and sleep.
4. Illustrate food combinations that provide a balanced daily diet.
5. Classify foods according to their principal nutrients.
6. Explain why certain foods have limited nutritional value.
7. Demonstrate positive personal hygiene.
8. Explain the importance of obtaining regular health care.
9. Describe ways individuals can help keep a healthy home and school environment.

Substance Use/Abuse

1. Explain the difference between use and abuse of drugs.
2. Predict the effects of certain drugs on physical, mental and social functioning such as alcohol, tobacco, prescription and non-prescription drugs.

Family Life Cycle

1. Identify parenting as a role shared by mothers and fathers.
2. Understand that there are a variety of family groups including singlehood, single parents and extended families.
3. Identify unique social and physical characteristics of girls and boys.
4. Understand that each individual has a unique rate of growth and development that is influenced by health habits.
5. Identify the physical and mental changes that are associated with aging and some of the positive aspects of growing older.
6. Understand that plants, animals and people all die sometime, that strong emotional feelings are associated with death, and in what ways people effectively cope with or express those feelings.

Emergency Medical Skills/Safety

1. Explain the need for obeying safety rules at home, school, work and play.
2. Describe personal responsibility for reducing hazards and avoiding accidents.
3. Explain how to obtain help in an emergency.
4. Follow the appropriate first aid steps in case of wounds including stop bleeding, cleanse and bandage.
5. Identify safety hazards in the home.
6. Identify abusive behavior exhibited by other children and adults and know sources of intervention.
7. Identify potentially hazardous situations such as getting into a car with a stranger, going into a stranger's house, letting a stranger in your home or leaving without telling a responsible adult where you will be.

Disease

1. Explain the difference between illness and wellness.
2. Identify sound health habits that help prevent disease.
3. Differentiate between infectious and noninfectious disease.
4. Describe the potential causes of common diseases, how they spread and the measures that can be taken to prevent this.

Body Functions

Identify the names of the major body systems.

By the Completion of Grade 6 the Student Will:

Life Skills

1. Explain the significance of the problem solving process in making health related choices.
2. Practice appropriate methods to communicate with others.
3. Identify both modes of communication verbal and non-verbal.
4. Analyze the influences of peer pressure on health choices.
5. Compare immediate and long-range effects of personal health care choices.
6. Explain how self-concept and self-esteem are influenced by the socio-cultural environment including attitudes, expectations of schools, peers, families and other social institutions.
7. Analyze the relationship between fitness and diet.
8. Describe physical, social and emotional benefits of regular exercise and fitness.
9. Identify positive and negative effects of stress.

Positive Health Life-styles

1. Develop a personal physical fitness program.
2. Identify recreational activities that can be modified to fit individual or group needs.
3. Interpret nutritional information provided on food labels to make nutritionally sound choices.
4. Identify factors that influence food choices.
5. Explain why nutritional requirements vary from person to person.

6. Develop and practice daily and weekly plans, schedules and routines of personal care which contribute to appearance and well being.
7. Identify sources of reliable health information and services.
8. Identify sales appeal used in media promotion of health-related products and services.
9. Identify individual and community responsibilities in the control of environmental problems.

Substance Use/Abuse

1. Describe reasons why some people abuse drugs, alcohol and tobacco.
2. Identify ways to refuse drugs, alcohol and tobacco.
3. Identify general psychological and physical effects of drugs, alcohol and tobacco.
4. Identify general psychological and physical hazards of drugs, alcohol and tobacco.
5. Identify strategies for coping with and resolving internal conflicts to avoid use and abuse of drugs, alcohol and tobacco.
6. Identify alternatives to use and abuse of drugs, alcohol and tobacco such as managing stress through creative recreation, "natural high" activities and forming non-drug related friendships.

Family Life Cycle

1. Identify the problems of later childhood stages such as rapid growth, coordination problems, unstable friendships and increasing autonomy as well as the acceptance of responsibility.
2. Interpret change in social activities as family members mature.
3. Learn to cope with peer pressure by gaining experience in decision making and problem-solving processes.
4. Analyze advertising and develop an awareness that it can create feelings of needs that do not exist.
5. Name a variety of life-styles/arrangements engaged in by the elderly such as only a small per cent live in nursing homes, most live as couples, with families or independently.
6. Identify stages of grief people commonly go through when someone close to them dies (includes pets).

Emergency Medical/Safety

1. Define first aid as the immediate and temporary care rendered the victim in case of accident or sudden illness until medical services can be obtained.
2. Evaluate the consequences of risk taking.
3. Provide examples of how to live safely.
4. Provide examples of how to prevent accidents.
5. Provide emergency care for minor injuries.
6. Know local emergency number/or how to obtain emergency help.
7. Identify sources of help for individuals seeking protection from abuse including physical, neglect and sexual abuse.

Disease

1. Identify organisms that are disease causing and those that promote health.
2. Identify means to prevent disease.

3. Identify factors which determine the onset and course of a communicable disease such as physical condition, the body's natural defenses, virulence of organisms and adequacy of treatment.
4. Name common infectious diseases for which the body develops no lasting resistance.
5. Identify and describe disorders that may be caused by hereditary and/or environmental factors such as asthma, diabetes, heart disease, epilepsy and arthritis.

Body Functions

1. Identify the names and functions of major body systems.
2. Define the progression from cells, to tissue, to organs, to body systems.

Career Awareness

1. Identify some careers in the field of health.

By the Completion of Grade 8 the Student Will:

Life Skills

1. Identify characteristics and sources of personal values as those acquired in response to physical and psychological needs and influenced by the interaction of hereditary and experiential factors.
2. Use appropriate interpersonal communication skills to clarify and resolve conflicts.
3. Analyze the influences of peer pressure on health choices.
4. Accept responsibility for synthesizing a plan, combining regular physical activity with personal health habits, that promotes and maintains total health.
5. Identify factors involved in the formation of their own self-image or self-concept such as home and family influences, neighborhood influences, school, church, specific experiences or behavior patterns.
6. Identify categories of stress intervention techniques including exercise; relaxation training; changing one's goals, values, or patterns of emotional response; and changing one's environment.

Positive Health Life-styles

1. Describe the importance of setting realistic personal goals.
2. Know that work, rest, exercise and nutrition are a part of total fitness.
3. Understand the effects of anaerobic and aerobic exercise on the body.
4. Participate in physical activities that have the potential to carry into adult life-styles and promote cardiovascular fitness.
5. Evaluate personal diet in relation to nutritional needs.
6. Know principles of weight control and reduction.
7. Practice personal hygiene which contributes to appearance, well-being and a feeling of self-confidence.
8. Know that first impressions are often based on appearance.
9. Evaluate medical services and products.
10. Describe ways in which improving the environment can enhance physical, mental and social health.

Substance Use/Abuse

1. Explain laws and reasons for laws regulating drug use.
2. Describe the physical effects of drug abuse from experimenting to use, abuse, chronic abuse and death.
3. Describe psychological effects of drug abuse.
4. Identify the social causes contributing to drug abuse and the effect of drug abuse on society.
5. Identify sources of intervention and help for the drug abuser.
6. Describe alternatives to the use of mood modifiers as a means of solving problems and initiating good feelings.

Family Life Cycles

1. Describe the adolescent stage of physiological development.
2. Identify characteristics and functions of genes and chromosomes.
3. Realize that differing feelings accompany each stage of human development.
4. Analyze advertising to expand awareness of the subtle techniques used to sell a product.
5. Identify services provided in the community for elderly people.
6. Know stages and emotions experienced by a dying person and helpful responses to those expressions of personal grief and helplessness.

Emergency Medical Skills/Safety

1. Perform the necessary first aid procedures for cardio pulmonary resuscitation, bleeding, shock and poison.
2. Know the local emergency number and/or how to obtain emergency help.
3. Explain the relationship between unnecessary risk-taking and accidents.
4. Explain the causes and effects of child abuse, including physical, neglect and sexual abuse.

Disease

1. Know how stress, diet, smoking, lack of exercise, aging and environmental hazards can be causative factors in the development of some chronic disorders.
2. Explain the function of immunization in preventing disease.
3. Be aware of the hazards existing in certain working environments.

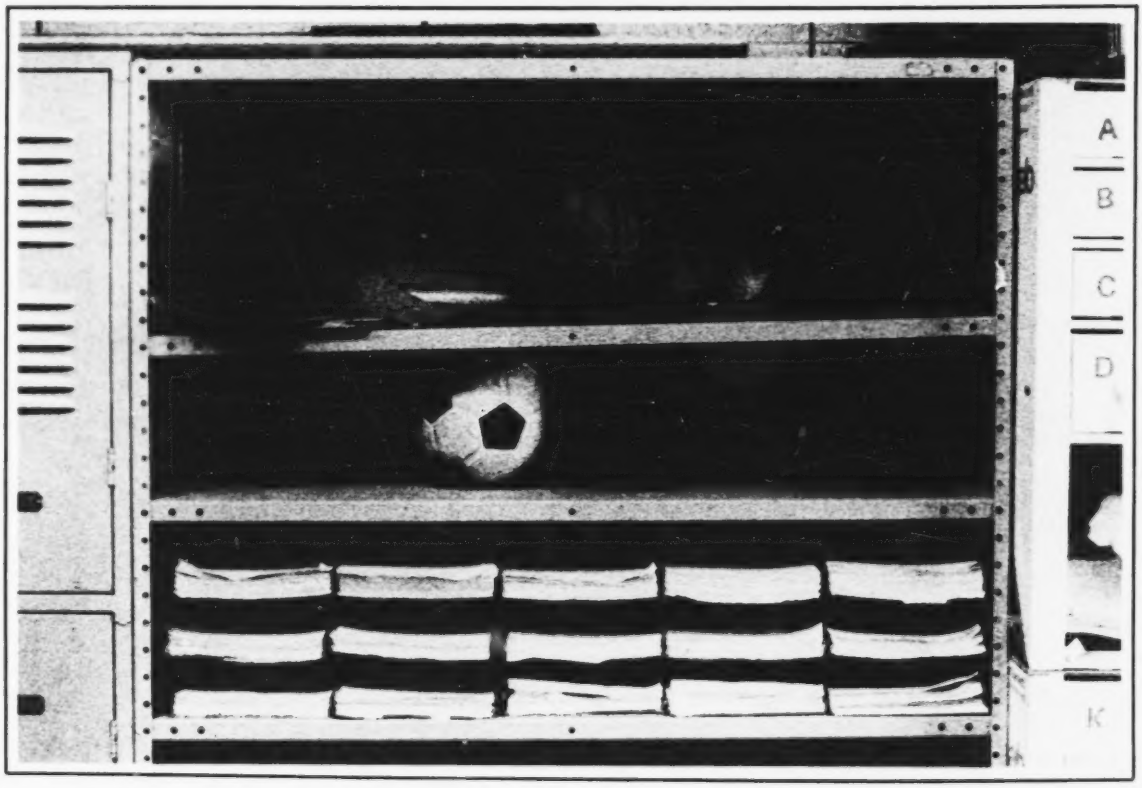
Body Functions

1. Describe how body systems are interrelated in their functions.
2. Understand that body systems are specific organs working together to perform life sustaining functions that influence growth and development.

Career Awareness

1. Identify a variety of careers in the field of health.
2. Understand that all health careers are open to both men and women.
3. Identify both males and females who have contributed to the field of health.
4. Plan a high school academic program in the field of health.

Physical Education



RATIONALE

Physical education is a vital part of the total education process for the child. Participation in the program is designed to increase not only a child's motor skills, but to enhance self concept, increase academic performance and help the child become a problem-solving, self-directed learner.

A child-centered program should be composed of a balance of activities based on the needs and interests of children. Mere participation in physical activity does not ensure attainment of the developmental level each child is capable of reaching. Physical fitness, basic motor skills, rhythmic movement and sports must be taught in a sequential manner with attention to the developmental levels of children.

PROGRAM

The basic aims of elementary physical education are:

A. Physical development — Children should become effective and efficient movers by increasing endurance, coordination, balance, strength, control, body awareness, agility and flexibility. This is learned through activities based upon the individual needs and abilities of the child.

B. Social and emotional development — This objective can be fulfilled by students learning to be a good sport and to respect and work cooperatively with others.

C. Cognitive development — Such cognitive skills as memory, sequencing, analyzing, problem solving and creating may be learned through movement.

D. Lifetime recreation development — Children should learn skills that can be enjoyed throughout life. These skills will help keep them physically fit and mentally alert.

Schools are encouraged to participate in the American Alliance For Health, Physical Education, Recreation and Dance (AAHPERD) Youth Fitness Test which has been adopted as part of the President's Council on Physical Fitness and Sports for boys and girls 10-17.

OBJECTIVES

By the Completion of Kindergarten the Student Will:

1. Walk forward, backward and sideways on tape/footprints.
2. Imitate body movements.
3. Descend steps with alternating feet.
4. Identify and use body parts.
5. Run, jump and hop.
6. Throw and catch ball with limited control.
7. Mainipulate body in space, both directionally and laterally.
8. Balance on one foot.
9. Walk forward on balance beam with control.

By the Completion of Grade 3 the Student Will:

1. Demonstrate respiratory-circulatory physical fitness by successfully completing a recovery index test.
2. Demonstrate control of the body on the floor, across the floor, in flight, and on apparatus with emphasis on balance, coordination, laterality, directionality, spacial judgements, identification of body parts and posture efficiency.
3. Walk, run, hop, skip, slide, leap, jump, gallop, stop, dodge, and change direction.
4. Bend, twist, reach, lift, raise, lower, turn, curl, stretch, bridge, rock and balance.
5. Throw, catch, kick, bounce, balance and jump rope.
6. Apply these skills in simple games, creative movement and rhythmic activities.

By the Completion of Grade 6 the Student Will:

1. Demonstrate arm and shoulder strength by:

   Girls — Complete a flexed arm hang for ten seconds.
   Boys — Complete two pull-ups.

2. Demonstrate abdominal strength by:

   Girls — Complete 29 flexed leg sit ups.
   Boys — Complete 34 flexed leg sit ups.

3. Demonstrate speed and change of direction by:

Girls — Complete shuttle run in 11.5 seconds.
Boys — Complete shuttle run in 10.9 seconds.

4. Demonstrate explosive muscle power of leg extenders by:

Girls — Complete standing long jump of 4 feet 11 inches.
Boys — Complete standing long jump of 5 feet 2 inches.

5. Demonstrate speed by:

Girls — Complete 50 yard dash in 8.3 seconds.
Boys — Complete 50 yard dash in 8.0 seconds.

6. Demonstrate endurance by:

Girls — Complete 600 yard run in 2 minutes 53 seconds.
Boys — Complete 600 yard run in 2 minutes 27 seconds.

or

*Girls — Complete one mile run in 9 minutes 58 seconds.
*Boys — Complete one mile run in 8 minutes 44 seconds.

*The one mile run should only be used in programs where extensive running has been a continuing part of the physical education program.

7. Continue the development of motor skills.
8. Demonstrate the ability to form sequences by combining tumbling, dance or rhythmic movements.
9. Participate in rhythmic and creative movement activities such as folk dances, mixers, square dances and musical games.
10. Participate in a variety of individual and team sports.

Career Awareness

1. Identify some career opportunities in sports and physical education.

By the Completion of Grade 8 the Student Will:

1. Demonstrate arm and shoulder strength by:

Girls — Complete a flexed arm hang for eight seconds.
Boys — Complete three pull ups.

2. Demonstrate abdominal strength by:

Girls — Complete 30 flexed leg sit ups.
Boys — Complete 38 flexed leg sit ups.

3. Demonstrate speed and change of direction by:

Girls — Complete shuttle run in 11.2 seconds.
Boys — Complete shuttle run in 10.4 seconds.

4. Demonstrate explosive muscle power of leg extensors by:
Girls — Complete standing long jump of 5 feet 3 inches.
Boys — Complete standing long jump of 5 feet 9 inches.

5. Demonstrate speed by:
Girls — Complete 50 yard dash in 8.0 seconds.
Boys — Complete 50 yard dash in 7.5 seconds.

6. Demonstrate endurance by:
   Girls — Complete 600 yard run in 2 minutes 41 seconds.
   Boys — Complete 600 yard run in 2 minutes 10 seconds.

or

*Girls — Complete 1½ mile run in 16 minutes 57 seconds.
*Boys — Complete 1½ mile run in 11 minutes 29 seconds.
*The 1½ mile run should only be used in programs where extensive running has been a continuing part of the physical education program.

7. Demonstrate and practice basic motor skills.
8. Participate in a broad and diversified variety of activities in all areas of physical education such as:

   a. Dance — aerobic, folk, jazz, fundamental rhythms and square.
   b. Individual activities — archery, bowling, golf, gymnastics, jogging, track and field and tumbling.
   c. Participate in a variety of individual and team sports.

9. Plan a personal physical fitness program demonstrating knowledge of fitness principles and lifelong responsibilities for maintaining a high level of physical fitness.
10. Identify personal choices in physical activities that will satisfy needs for greatest success, enjoyment and lifetime participation.

Career Awareness

1. Identify the role of sports in our society as it relates to career options.
2. Plan a high school program in physical education.

Special Features

ELEMENTARY SCHOOL PHYSICAL EDUCATION PROGRAM
(GRADE-LEVEL AND SUGGESTED YEARLY PERCENTAGES)*

Kindergarten-Primary Grades	Grades			
	K	1	2	3
Movement experiences and body mechanics	40	35	35	22
Rhythmic activities	30	25	25	22
Apparatus, stunts, tumbling	15	20	20	22
Simple game activities and relays	15	20	20	17
Sports skills and activities				14
Administration and testing				3
Fitness routines and activities				°
Swimming and water safety				+

Intermediate Grades	4	5	6	7 & 8
Movement experiences and body mechanics	9	9	6	5
Rhythmic activities	18	18	18	7
Apparatus, stunts, tumbling, combatives	18	18	18	13

Simple game activities and relays	17	12	10	12
Sports skills and activities	35	40	45	50
Administration and testing	3	3	3	3
Fitness routines and activities	*	*	*	10
Swimming and water safety	+	+	+	+

* A short period of time (5-6 minutes) at the beginning of each class period usually is devoted to fitness activities. This does not affect the proportionate distribution of the other major elements of the program in a year's schedule, and for this reason, no specific percentages are included.

+ Swimming and water safety are recommended areas of instruction for elementary school children. The amount allocated to this area will depend upon the facilities and instruction available. If swimming is included in the school program, it should reduce proportionately the percentage of time allotted to other activities.

* *Percentage allocations are recommended by "The American Alliance for Health, Physical Education, Recreation and Dance".*

Computer Literacy

RATIONALE

The rationale for expanding the use of computers in education includes four premises:

A. Computers are assuming an increasingly greater role in all aspects of society.
B. Computers can enhance instruction.
C. Computers can help teachers manage instruction.
D. Computers can expand career education.

As this society rapidly shifts from the industrial age to the information age, computers are dramatically changing the ways in which work is accomplished and information is processed. The pervasiveness of computers makes computer literacy as essential as the basic skills of reading, writing and computation.

PROGRAM

The goal of computer literacy is to prepare students to function in the technological environment of an increasingly complex world. A computer literacy program is designed to help students:

A. Understand what a computer is, how it works, and what it can and cannot do.
B. Recognize the impact and applications of computers in society.

C. Become confident in using and controlling computers.
D. Understand the possible threats and misuse of computers.

OBJECTIVES

By the Completion of Grade Three the Student Will:

Computer-Assisted-Instruction

1. Use CAI in subject areas where appropriate.

Computer as a Tool

1. Use computer terminology correctly.
2. Locate numbers, letters, and commonly used special keys.
3. Load and run a program.
4. Create graphics using LOGO commands.

Computers in Society

1. Recognize that the computer is a machine for work and play.
2. Describe how computers are used in the community.

By the Completion of Grade Six the Student Will:

Computer-Assisted-Instruction

1. Use CAI in subject areas where appropriate.

Computer as a Tool

1. Use computer terminology correctly.
2. Identify location and function of keys on the keyboard.
3. Operate computer hardware.
4. Apply LOGO to solve problems.
5. Create and edit paragraphs using a word processing program.

Computers in Society

1. Identify what a computer can and cannot do.
2. Explain that computer skills are needed for many different jobs.
3. Explain how computer can be misused.
4. Examine the responsibilities of computer users.

By the Completion of Grade Eight the Student Will:

Computer-Assisted Instruction

1. Use CAI in subject areas where appropriate.

Computer as a Tool

1. Operate computer hardware and peripherals.
2. Develop keyboarding skills.
3. Use computer terminology.
4. Apply BASIC commands to solve problems.
5. Compose and edit text using a word processing program.
6. Collect, store, and retrieve data using a data management program.
7. Make projections and analyze numerical data using an electronic spreadsheet.

Computers in Society

1. Describe the major historical developments in computing.
2. Examine uses and limitations of computers.
3. Identify how a computer is used in a variety of occupations.
4. Analyze the elements of copyright laws and the moral implications involved.
5. Recognize that unauthorized access to computer systems is a criminal offense.
6. Identify computer classes available in the high school program.

Special Features — Staff Training

Faculty training should emphasize the use and application of computers, not programming.

Goals of in-service-training:

To assist teachers in developing the ability to:

1. Become computer literate.
2. Teach students computer literacy programs.
3. Operate computers using existing programs.
4. Identify appropriate materials for instructional use.

Management uses of computers:

1. Classroom management — testing, diagnostic information.
2. Record keeping.
3. Word processing.